DOCUMENT RESUME

ED 116 335 EA 007 817

TITLE	Work Stoppage Strategies. A Guide to Assist School Administrators to Develop Strike Management Plans. AASA Executive Handbook Series, Volume 6.
INSTITUTION	American Association of School Administrators, Washington, D.C.
PUB DATE	75
NOTE	62p.
AVAILABLE FROM	American Association of School Administrators, 1801 North Moore Street, Arlington, Virginia 22209 (Stock No. 021-00434, $2.50, quantity discounts, payment must accompany orders of $10.00 or less)
EDRS PRICE	MF-$0.76 Plus Postage. HC Not Available from EDRS.
DESCRIPTORS	*Administrative Personnel; Check Lists; *Collective Bargaining; Communication (Thought Transfer); *Decision Making; Elementary Secondary Education; Guides; Management; *Planning; Public Relations; *Teacher Strikes

ABSTRACT

This handbook provides help and direction in minimizing the impact of a teacher strike on the local community. It is, in essence, a management plan to deal with work stoppages on as high a professional plane as possible. Modification must be made to meet local and state circumstances. Each school district must write a plan in line with its own philosophy and the board of education policies and state statutes. The point is that each school district in the nation must have such a readily available plan of action. A brief historical review of work stoppages by employee groups is included to give a greater understanding of the development of the more militant stance of school employee groups across the country. The scope and causes of strikes are also discussed, but the major portion of the handbook is devoted to what the administrative team should do before, during, and after a strike. An appendix contains a checklist on the operation of the school, a prestrike questionnaire, a school report form and a strike checklist. (Author/IRT)

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Work Stoppage Strategies

A Guide to Assist
School Administrators to
Develop Strike Management Plans

Volume VI

AASA Executive Handbook Series

American Association of School Administrators
1801 North Moore Street
Arlington, Virginia 22209

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This work represents Volume VI in AASA's Executive Handbook Series. Additional titles in this series are: *Helping Administrators Negotiate* (Vol. I); *Declining Enrollment: What to Do* (Vol. II); *Improving School Staffs* (Vol. III); *Sex Equality in Educational Materials* (Vol. IV); *Sex Equality in School* (Vol. V); *Work Stoppage Strategies* (Vol. VI); *Sex Equality in Educational Administration* (Vol. VII). All 1975 members of the American Association of School Administrators will receive copies of the 1975 titles as part of their membership.

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FOREWORD

"AASA has opposed persistently the strike as a weapon in stalemated negotiation. Sanctions and other types of withdrawal of services have the same deleterious effect upon school operations and are equally deplorable.

"The administrative team has a responsibility to keep the schools open. If the schools experience a work stoppage, the administrative team has an obligation to remain on the job to protect the students who report to school; to maintain communication within the community among parents, teachers and the public; and to seek through reasonable methods to protect school property.

"We recommend that all school districts develop a sound, well-organized, cooperatively developed administrative plan to be used in the event of a work stoppage."

The above statement is the American Association of School Administrators' (AASA) official policy on work stoppages. It was adopted by AASA's Delegate Assembly in Dallas, Texas, February 24, 1975.

This handbook has been produced by the AASA staff to assist members in the development of workable strike management plans. The recommendations are intended to serve as a firm foundation upon which individual school systems can build their own plan. Naturally each plan will differ in so far as it reflects local conditions, philosophies, policies and state laws.

We feel that it is essential for each district in the nation to have a district-wide and individual building site plan in "the ready," and that it be updated continuously in light of local, state and national conditions and/or statutes.

Paul B. Salmon
Executive Director

Introduction

Few things can be more disruptive to a school system and community than a work stoppage. Students suffer serious interruptions in their education. Deep schisms are created as board members, administrators, teachers and non-teaching personnel engage in heated and open arguments. Community groups are torn apart as sides are drawn as to who is right and who is wrong.

It is practically impossible to prevent these things from occurring when a school employee group engages in a work stoppage. Yet, many steps can be taken to reduce the chance of lasting consequences from employee strikes.

This handbook is an attempt by AASA to provide help and direction in minimizing the impact on your local community. It is, in essence, a management plan to deal with work stoppages on as high a professional plane as possible.

The author's suggestions, however, cannot be taken verbatim. Modifications must be made to meet local and state circumstances. Each school district must write a plan in line with its own philosophy and the board of education policies and state statutes. The point is that each school district in the nation *must* have such a readily available plan of action.

A brief historical review of work stoppages by employee groups is included to give a greater understanding of the development of the more militant stance of school employee groups across the United States.

Nothing in this handbook is intended to demean or cast doubt upon the proud profession of teaching. It is, however, candidly written and the examples cited of highly questionable, if not illegal, tactics employed in school work stoppages are taken from the author's personal experiences and the reports of many school administrators across the nation.

The author would like to acknowledge the invaluable assistance which has been provided in writing this handbook by many administrators and other education officials. The hours spent by numerous individuals in reviewing this manuscript, helping to shape it in tone and direction, are gratefully appreciated.

AASA believes that this handbook can form the basis for the development of solid and effective local strike management plans. It is obvious that all districts in the nation need such contingent plans in the orderly management of America's largest enterprise — its educational system.

William E. Henry
Associate Director

CHAPTER I

Employee Strikes

Strikes by employees of public school systems are illegal or limited by state laws. Yet, they happen. Their frequency and intensity seems to be increasing each year as more and more school districts engage in some form of what is called "professional negotiations" in some circles, while others use the more union-oriented term, "collective bargaining." There is no indication that strikes will go away as school employee organizations, administrators and boards of education become more sophisticated in the bargaining process. Indeed, the outlook indicates that individual school employee work stoppages will intensify as local, state and national organizations seek to gain control over the decision-making process in the school systems of America.

The use of strikes by school employee groups, primarily teachers, was rare until the early 1960's. Prior to that time teacher organizations relied heavily on black-listing specific school districts after an investigation of "grievances" by a committee usually appointed under the aegis of the NEA-sponsored state or national Professional Rights and Responsibilities Commission (PR&R).

Practically without exception the root of the problem found in the districts investigated was a lack of communications, either between the administration and teachers, between the administration and the board of education members, between the administration and/or the board and the community, or between the teachers' organization and the school management team.

These reports were quite sweeping in their recommendations, with one notable exception. The investigating team, composed primarily of representatives of teacher organizations, very rarely suggested that the underlying cause might be the local teacher organization or its members, individually or collectively.

Even though these PR&R reports usually made banner headlines in the local papers and were the top stories on area radio and television stations, it appears from the evidence that most were not effective, or at least did not achieve what the "offended" party, usually the teacher association, sought. In only rare instances were all of the recommendations of the report fully implemented by the parties in the dispute. This was particularly so when the report called for major or drastic changes in the structure of the administration, board of education, or even the change of leadership in the teacher organization.

Thus, with reports that rarely attacked teacher organizations, and with demands for changes in the administration going largely unheeded, the seeds of discontent were sown.

Many teacher organizations became disenchanted with the PR&R reports and started turning to more potent weapons to win their arguments. In addition, teacher associations saw that efforts to win encompassing agreements or contracts with boards of education would pay greater dividends than the primarily publicity force in PR&R investigations and reports.

Ironically, just as teachers began to turn away from the PR&R process, the American Federation of Teachers challenged the professional associations for supremacy in school districts across the country. The AFT, a direct affiliate of the AFL-CIO, won representation rights in America's largest school district, New York City, and then proceeded to capture other important representation elections in large cities across the country.

The NEA was hopelessly inexperienced in this new labor-management AFL-CIO mode, a style its officers and members had previously proclaimed to be "unprofessional," but they quickly countered the AFT moves with a new thrust of their own — *Professional Negotiations.*

Professional Negotiations wouldn't be pure collective bargaining, but it would retain the professional image of teachers while providing a stronger avenue for them to have a greater share in the decision-making process of school districts.

Immediately teacher organizations sought to gain recognition as the majority representative of the teaching staff. But boards and administrators were often reluctant to formalize such recognition and some early strikes rippled across the nation.

The discontent opened opportunities for more AFT chapters which mushroomed in scores of districts and this in turn put more pressure on the NEA to adopt more militant methods.

After winning "formal recognition," teacher organizations quickly grew to varying levels of power — some hammering out agreements in head-to-head sessions with boards of education, and others going the step further to agreements on impasse procedures which called for final decisions being taken out of the hands of local school leaders and given to a neutral third party.

Since most state statutes prevent the local board of education from abdicating its responsibility as final policy determiner in a school district, this procedure faltered. As a result teachers started walking out of their classrooms to enforce the adoption or rejection of the third-party report.

Along with this local process, the state teacher associations and

unions also pressed hard in state legislatures for statutory negotiation laws to force administrators and boards to recognize the majority organization and negotiate with staff representatives.

In this effort, the teacher organizations have been fairly successful, although some states still do not have statutes mandating local procedures. Some states, such as Pennsylvania and Hawaii, have laws which permit a limited right to strike under certain conditions, and in still other states, statutes call only for a "meet and confer" arrangement which does not mandate collective bargaining.

While each of the state organizations continues to press for state statutes, the NEA, in conjunction with other public employee organizations, also is pressing for a national federal collective bargaining law to cover all public employees. Many Washington observers predict that what can't be gained in the states may be secured by federal legislation in the not-too-distant future. The comparative efforts of teacher pressure versus school administrator and school board power on Capitol Hill may well be the determinant.

CHAPTER II

Scope of Strikes

Little more than a decade ago, most teachers felt that strikes were not in keeping with their professional role as the educators of America's youth. But that thinking has all but vanished from the scene in America's school districts. Even though many teachers are still reluctant to strike, the traumas once associated with such overt and disruptive action are gone. Teachers will strike to force solutions to all manner of problems including recognition of their union, salary increases, working conditions, organizational plans or alleged arbitrary actions by the administration and board of education.

And, not only will teachers strike to gain victories for themselves, they will also observe strikes by non-teaching personnel; likewise they will attempt to get non-teaching personnel to support their work stoppages.

One reason for the change is that teacher work stoppages have sometimes forced favorable settlements for teacher organizations. Many administrators and board of education members have felt untold pressure from parent and citizen groups to "get the schools open" when teachers have left the classrooms. Quite often this has resulted in the management side "giving in" to what previously were termed "unreasonable or financially disastrous demands" by teacher organizations.

Another reason is the growth of the teacher organizations themselves, particularly at the state level. Today most state teacher organizations, particularly those affiliated with the NEA, have highly-trained and skilled field staff members to assist teachers in work stoppages. Most state teacher associations find themselves pursuing collective bargaining and crisis situations with a skill that would do any labor union proud. The unification effort of the NEA, and the establishment of the Uniserv Program (in which a local association, or cluster of local associations that number at least 1,200 teachers can get a full-time staff member) appears to have made the threat or use of the strike much more frequent.

In addition, teachers today have a relatively secure feeling that striking will not entail punitive action on the part of the courts or local authorities. They know that it is almost impossible for an administration and board of education to replace a competent teaching staff and continue the education program overnight. Generally it just can't be done, although a few districts have tried. Even in an era

of teacher surplus, a certain percentage of regular personnel are necessary to serve as a core of stability.

If the issue is forced to court, many judges will attempt to reach a settlement rather than take sides. Few judges, many of whom are dependent upon public support for election to their positions, will attempt to take sides in such school issues although, in many instances, it can be shown clearly that the teachers are violating local school board policy and/or state laws.

Many state departments of education have also been reluctant to step into strike situations, fearing that they are exceeding their authority by imposing a state solution on a local problem and further eroding the power and authority of local administrators and boards of education.

According to statistics of the National Education Association, teacher strikes reached a peak in the 1969-70 school year when 181 were recorded. There were 130 teacher strikes in 1970-71; 89 in 1971-72; 143 in 1972-73; 140 during the 1973-74 school year and about 85 in 1974-75. These figures do not include, however, a great number of school districts which failed to open school on schedule in September because an agreement had not been reached between the teacher organization and the board of education. Nor do they include strikes by non-teaching personnel. Those statistics would significantly swell the overall figures.

It should be pointed out that, although the public relations campaigns of teacher organizations center on the "educational" aspects of a work stoppage, teacher benefits are most frequently at the heart of most work stoppages. True, teachers do strike to gain improved conditions, more teaching materials, curriculum reform, instructional freedom, and lower pupil-teacher staffing ratios. The preponderance of evidence, however, seems to show that most strikes are terminated when the economic demands of the teachers are met, or when working conditions directly affecting the individual teacher are changed in accordance with what they sought.

Even though a teacher strike may center around recognition by the board as the bargaining agent, this issue also has economic considerations at its heart. Teachers know that once recognition is gained, economic benefits can be improved at the bargaining table.

CHAPTER III

Strike Causes

In the eyes of the teacher organizations — both AFT and NEA — there is virtually nothing which occurs within a school district that is not subject to bargaining.

Despite the litany which could be recited about the causes of strikes, there are certain basic issues which apply to every district in the nation. They are: Recognition, Salary, Fringe Benefits, Working Conditions, Due Process, Organizational Threats, Curriculum Control, Reduction in Force, Community Non-Support.

Recognition

There are still a number of states that have either no formal bargaining laws, or have laws which are not effective in the teacher view since they do not provide some mandatory action. In such states or areas of the nation, teacher organizations often find it difficult to gain recognition as the representative of the staff and will consider striking to force such recognition by the board of education. Thus, the recognition issue still exists, compounded by the added issue of the formal adoption of a specific bargaining agreement between the organization seeking recognition and the board of education.

The struggle for recognition may itself lead to a strike where there are competing teacher organizations in the school district. For instance, the organization which feels that it has the "majority" of the teaching staff enrolled as members may be challenged in the recognition process by a smaller organization. The classic examples of this are the local fights between the generally larger NEA local units and the smaller AFT units with their aspirations to win both recognition and bargaining rights.

The teacher organization which does, in fact, have the largest number of members may attempt to avoid the consequences of what could be a bitter and costly representation election through the submission of a certified membership list showing majority membership among the teaching (or other unit) personnel. If the board agrees to use this certification as the basis for recognition, the smaller organization may attempt to stage a strike in an effort to force an election and, at the same time, show the power that it has as a possible election issue.

It appears that the most appropriate course of action for administrators and boards to follow is to require an election in all cases (this

opinion is not shared by all) listing the competing organizations on the ballot along with a third choice, classically entitled "No Organization." (Close followers of representation elections, however, cite only rare examples of when "No Organization" won a representation election.)

Still another issue involved in the recognition process is, "Who will pay for the cost of the representation election?" Even this issue has led to a few strikes. Generally, however, costs for such elections have been borne by the competing organizations with the board and administration providing the polling places in school buildings and, *sometimes*, sharing in the overhead costs of securing neutral party representatives to act as polling place officials and ballot counters.

Salary

Increased salaries for the members are among the major causes of teacher work stoppages. In fact, strikes over salaries probably outnumber any other cause by a more than two to one ratio.

A strike over salaries may involve more than the lump sum being demanded. Often, the formula under which the extra money is to be allocated within the traditional salary scale can become an issue of serious contention.

But the discrepancy between dollars asked and dollars offered has led to the largest number of strikes. Teacher organizations and boards are often millions of dollars apart when initial packages are laid on the bargaining table. Months later both sides may still be in the same relative positions.

Although the issue still boils down to the number of dollars available, it appears now that salary differences are developing into percentage battles, i.e., the total percentage increase to be made in the *already established* salary schedule. Many teachers (as well as non-teaching personnel) are demanding cost-of-living increases which, in this period of unusual inflation, amount to double digits. The management side, on the other hand, usually restricts its offer to available monies, i.e., an increase in the local taxes, notably property revenues, or increases from state or federal sources, if any.

In Pennsylvania, for instance, as in other states, it is common for employee groups to ignore the state mandated annual increment when considering the total size of the board or administration offer. As an example, the management negotiator offers an $800 salary package ($500 across the board, plus another $300 required by law) which figures out to a certain percentage increase. The teacher negotiator(s), however, considers only the $500 as "the increase."

A frequent obstacle in salary disputes, if not *the* major problem, is the position of the employee group that all monies in the district's

budget are subject to bargaining. The issue is how district monies are to be allocated, regardless of additional monies which will accrue to the district from other sources.

To boards of education this position may seem incredulous, but, at the same time, many have confronted this issue at the bargaining table, and, in all likelihood, will continue to do so in the future.

As indicated earlier, agreement may be reached on the total number of new dollars to be put into the salary schedule, but a strike still results from the allocation of that money. For example, the administration in a district may want to raise the starting salary level in order to better compete for younger teachers. The teacher organization, on the other hand, may resist this position and demand that those already on the staff, and those holding college or university credit hours beyond the bachelor's degree, and master's degree, be compensated at a much higher level. This often leaves the administration and the board with insufficient funds to raise the beginning teacher salary levels by any significant degree. Polarization on this issue has resulted in teacher strikes.

Yet another salary issue which results in strikes is the refusal of the board of education to submit deadlocked salary bargaining to a fact finder or mediation panel (some states, however, have statutes which require this). Many boards have taken the position that to acquiesce to such pressure is to give up their decision-making authority.

Even when this approach is agreed upon, a strike can result from the board's failure to adopt the recommendation of the fact finding team, or its attempt to amend it downward or to redistribute the monies recommended in the settlement. Conversely, there have been strikes by school employee groups when they did not agree with the recommendations of the fact finder, particularly if findings were nearer the board's position than that of the employee organization.

The lack of a salary settlement usually is at the heart of employee groups failing to agree to a master contract (one which lists practically all personnel policies and conditions of employment) prior to the opening of school in the fall. This is particularly true in Michigan where many employee groups refuse to report to work at the beginning of a school year when the master contract has not been finalized for that year — even though individual teaching contracts have been signed and returned.

Fringe Benefits

A growing cause contributing to employee work stoppages is the issue of what fringe benefits are to be made available to the teaching

and non-teaching staff. As salaries and incomes have grown and higher tax brackets have been realized, more and more teacher groups are paying greater attention to fringe benefit items which come to them tax free. This has occurred particularly as fringe benefit programs in the private sector have grown dramatically during the late 1960's and early 1970's.

Although the teacher organizations still concentrate on raising salaries, the proposed total compensation plan is likely to include a significant fringe benefit package. Many include hospitalization-surgical-major medical insurance programs, group term life insurance programs, dental and eye care, improved and more liberal sick leave provisions, personal leave, sabbatical leave, duty-free time for association officers, sick leave banks and tax-sheltered annuity programs.

Although the exclusion or denial of any one or more of these items probably will not trigger a work stoppage, they are becoming significant components of bargaining packages and the exclusion or refusal to fund any one certainly may contribute to work stoppages.

Working Conditions

Another significant set of items which contributes to work stoppages are the demands of teacher groups for what they would term "improved working conditions and the employment of teaching specialists." Teacher organization public relations specialists will focus on these issues during a teacher strike in order to justify the strike on an educational basis to citizens and parents in the community.

The main issues in this category generally are duty-free planning time for both secondary and elementary teachers, and the employment of specialists in art, music, and physical education, especially at the elementary school level. Also included are such other items as improved teacher lounges, relieving teachers of certain chores thought to be mainly clerical work, non-compulsory or limited attendance at after-school-hour functions such as open houses and parent-teacher organization meetings, and reduction in the pupil-teacher ratio.

It is axiomatic for teacher organization public relations personnel to stress these demands in news releases and at citizen meetings, as well as with striking teachers.

Due Process

Probably ranking second only to the salary issue as a root cause of strikes is that of due process procedures in teacher termination

cases. Although termination for those teachers with tenure or continuing contracts require such procedures, this is generally not the case with those teachers whose contracts are simply not renewed for another school year. The courts have not yet spoken directly or extensively to this issue; however, knowledgeable administrators and boards are developing such procedures and policies in an attempt to eliminate what has triggered walkouts in the past.

Organizational Threats

Another strike cause is the perception by a teacher or employee organization of a threat against its existence in the school system. This is particularly true when the threat (contract termination, transfer, etc.) involves an officer of the teacher organization. To attempt to discharge, demote or otherwise reduce in status the leader of a teachers' organization is almost certain to cause major staff morale problems and has sometimes precipitated a strike. It is as simple as this: the organization must act, and act decisively, to protect one of its own, particularly its leadership. In some cases it makes little difference about the teaching competency of the individual involved, just as long as it does not involve either moral or ethical issues. Such organizational action is understandable and recent court decisions have even reversed school board dismissals where it has been shown that dismissal related to an individual's teacher organization activities.

Curriculum Control

Of less importance, but one that is growing and probably will increase in intensity as the teaching force becomes more stable due to declining enrollments and more available teachers, is the issue of curriculum determination and control. Most, if not all, bargaining packages will contain items dealing specifically with various aspects of the curriculum and these are also the ones which can trigger less militant teachers into overt actions if not given serious consideration in the overall bargaining package. The major change in these demands is that the teacher organization, as a matter of contract, wants to negotiate its role in the curriculum determination process instead of relying upon the more traditional approach by which administrators appoint curriculum committees in the various disciplines and grade levels.

[RIF] Reduction in Force

A relatively new cause of teacher strikes (and other employee groups) is the necessity to reduce the size of the teaching and non-

teaching staff as a result of declining enrollment or dwindling financial resources. Teaching organizations, in an effort to protect their members, will resist strongly any Reduction in Force (RIF) moves on the part of administrators and boards. Generally, they will counter with a proposal to reduce pupil-teacher ratio, thus, in the estimation of the teacher organization, increasing the quality of the educational program. This possible strike issue, however, can be successfully dealt with through the anticipation of such declining enrollment in advance of its major impact and take steps to deal with it. (For a detailed guide on this issue, see AASA's Executive Handbook #2, *Declining Enrollment: What to Do?*

Community Non-Support

The failure of a community to approve at the polls a sorely needed additional tax levy for school operations, or a construction bond issue, can trigger a teacher strike as a protest action. But even in such instances the administration and board of education may bear the brunt of the frustration through angry organizational demands calling for a special election to resubmit the financial issue to the voters. Usually such strikes will be of short duration to dramatize the feelings of the professional staff; but they can become prolonged if significant community forces unite to further antagonize an already inflammatory situation.

As indicated at the outset, this list could be expanded but the items listed here are apt to be the major causes of work stoppages and would apply generally across the nation. Though regional, state or local conditions at times cause work stoppages, this list contains those major issues school administrators and boards must deal with on a year-in and year-out basis in the bargaining process.

CHAPTER I

School Employee Strike Tactics

The name of the game in a work stoppage is "win." Sometimes this means "win" at all costs. Usually it means take whatever steps are necessary within the bounds of the law or community standards to bring pressure to bear on the board of education and administration; it means gain as favorable a settlement as possible within the shortest possible time. Occasionally, however, the win at all costs philosophy has resulted in tactics and strategies well outside those normally employed in negotiations and outside state laws, local ordinances and board of education policies.

Why a Work Stoppage?

Generally, a teacher work stoppage is touched off as the result of a failure at the bargaining table. The failure to achieve recognition, the refusal of the board to adopt all or the significant parts of a third-party fact finding report, the firing of a teacher-leader, or the failure to conclude a legally-enforceable comprehensive (master) contract covering most, if not all, of the personnel policies in a district, will trigger professional staff walkouts. (For a more detailed discussion, see Chapter III.)

Key Issues

A few key issues are generally used to rally staff in support of a strike. They are pupil-teacher ratios, planning time (particularly elementary teachers), extra-pay for extra-duty (particularly secondary teachers) and class load. Often these form the basis of the public relations message by the striking organization. However, it has been noted that when economic or job security demands are met, these "rallying" issues sometimes fade into the background.

But, in the years to come, job security items will probably surface as the key issues in most work stoppages. As enrollments continue to decline, as the numbers of surplus teachers grow, and as federal monies are tightened, the threat of job loss will push job security items to the top of the demand list.

Anticipate salary items, planning time, and class load to be replaced by such demands as evaluation procedures for teacher reten-

tion, reduction in force procedures, district-supported retraining for excessed teachers, and no RIF contracts.

What Tactics Can You Expect?

School employee organizations, especially teacher organizations, have almost unlimited resources from state and national organizations at their command in a work stoppage. There are few, if any, school districts which can match in manpower and funds the ability of teacher organizations to literally flood a district with trained strike organizers, bargainers and public relations personnel. It is not uncommon for a state teacher association to send as many as 20 field staff members into a small or medium sized district to assist in a strike situation. In very large districts, more than a hundred personnel could be made available in a particularly tough and/or sensitive work stoppage. Such is the linkage between local, state and national organizations.

During the first few days of a strike, administrators and boards can expect the teacher organization to inundate the community with statements concerning the reasons it is striking. With the resources of the state and national offices at their command, the local organization will be able to issue handbills (to be passed out in shopping centers, street corners and door-to-door by striking teachers), take out advertisements in the local press (many of these ads will already be in draft form having been used in other strikes and needing only the name of the striking organization and community changed) and specially-tailored spot announcements on radio stations.

The employee organization will also utilize the mass media to its fullest in terms of news coverage. News conferences will be called and carefully worded statements will be made available to the press as to the cause of the school strike. It can be predicted with accuracy that "the blame" will be placed on the shoulders of the administration and board of education; if not on specific individuals such as the superintendent of schools, the board of education president, or the board negotiating team.

One successful tactic, at least in terms of increasing the pressure, is to encourage local and state politicians to become involved in the dispute. All too often elected officials (mayors and state legislators) can be persuaded to make public statements in support of those educationally sound rallying issues. School employee groups represent a sizeable number of votes; they may have even participated in the election of the official through the local, state and/or national teacher organization's political action arm. Local political leaders

will support better education in statements, particularly when not pressed to elaborate on financial "ways and means."

In addition, teacher organization leaders will work diligently in an effort to win support from other unions in the community, thus heightening the pressure. For instance, if the Central Labor Council of the AFL-CIO can be persuaded to issue a statement officially endorsing the strike, this could shut off deliveries to the school buildings by the constituent unions for they will not cross picket lines. Naturally, such action could also engender sympathetic support for the striking school employees from other union members living in the community.

A relatively new wrinkle introduced by school employee groups in the 1974-75 school year was to re-open school on schedule in the fall, and then, as school officials, parents and citizens became accustomed to the usual routine, stage a strike. Such action had a shock value to it that would not be present if schools had not opened on schedule.

Such an unexpected work stoppage also gives the strikers a public relations issue — that they had tried "in good faith" to work out a settlement with the administration and board, had returned to school on time, yet were unable to reach an agreement and were "forced" to resort to the only tool left — the strike.

Another strike tactic used by employee groups is to stage a work stoppage in the late spring just before graduation time. Such timing permits the strikers to put added pressure upon school officials to settle or jeopardize the graduation of the senior class.

In addition, strikes in the late spring also threaten the district with a loss of state aid since most states require a certain number of days of instruction prior to the end of the fiscal year on June 30.

The main tactic, of course, in all work stoppages is pressure — pressure on the administration and board of education from every conceivable source, to force a favorable settlement. This pressure will range from preventing school buses from running, substitutes from being employed, boilers from being operated, food deliveries from reaching the building, disruption of communications between the buildings and the central administration building, community group meetings to present a strike rationale to citizens and parents, and many other activities.

In more than one school employee work stoppage gun shots have been fired, bombs have exploded and fires have been set. (This is not to indicate that all or even very many school employee work stoppages have resulted in such violence or, when they did occur, that the incidents were perpetrated by school employee strikers. It is a fact, however, that such acts have occurred.)

Are Stoppages Planned?

Although some strikes do explode full blown in the heat of an unexpected development, most teacher strikes and sometimes the circumstances leading to them, are well-orchestrated. Generally teacher organizations are aware weeks, if not months in advance, that certain negotiation demands are "strike-issues." This is certainly true among the teacher association leadership or the local representative of the state or national organization. The strike may be a predictable outcome of the demands teacher leaders will lay on the table. Many can predict with amazing certainty which demands may not be met. Indeed, they may have been designed so that they could not be met and a strike would result.

For instance, a striking group may demand that the district establish a "sick leave bank" in which each employee would voluntarily contribute a portion of his or her unused sick leave to be used by a colleague who has exhausted such benefits prior to being able to return to work. Such a demand may well be made even though it is known, or at least understood, that such a procedure would be in violation of state law, or would take a new statute at the state level in order to be implemented locally. In fact, the demand may be made locally on boards and administrators at the insistence of state leaders who are lobbying for just such a state law.

Other demands will be put on the table for their public relations value. The teacher negotiators know full well that they cannot be met, yet they are demanded so that the list of issues dealing with the educational program of pupils will outnumber the demands made for economic welfare.

Another indication of the advance planning by organization leaders is the fact that it is a frequent practice for picket signs to be printed many weeks in advance of a strike. The state organizer prepares for what he or she already knows will occur. If the unexpected happens and the strike isn't held, there will always be another opportunity to use the signs in another district. One midwestern teacher association staff member indicated in the spring of 1975 that his state was experiencing teacher strikes at the rate of one per week for the 1974-75 school year and that it was becoming commonplace to shuffle field and public relations staff and materials from one area to another.

The words on picket signs frequently have nothing to do with the strike issues in a particular district. Favorite slogans such as: "No Contract, No Work."; "Teachers Care About Kids."; "Teachers on Strike for Better Education."; "Equal, No Master-Serf Relationship," allow for multi-district use.

Even though many school strikes occur in the fall and spring, state level teacher organization staff members have found mid-winter particularly effective. It is much easier to close a school system down during the winter months if the cooperation of the maintenance personnel can be secured. No heat . . . no lights . . . no school.

Rainy days during work stoppages can be an additional aid to the strike effort. Obviously, parents are much more inclined to exert pressure on the administration and board to settle and re-open schools when children are house-bound due to bad weather.

What are Work Stoppage Goals?

Of course, the main goal of work stoppage organizers, no matter whether they be from the local, state or national level, is to gain a settlement favorable for their organization. In fact, they *must* do this, at least in the majority of the cases, if their organization is to continue to hold its membership and they, their jobs. Gaining a settlement doesn't necessarily mean that all objectives must be achieved. One constant problem for state and/or national organization leaders, after persuading teachers to strike, is that strikers markedly increase their demands once they are out of the classrooms. Organizing personnel attempt to keep strike issues to a few basic items — items that they know can be met in a compromise settlement allowing both sides to claim a modicum of victory.

Another goal is to secure pay for the strikers while they were on strike. In many instances, state statutes make such seemingly incredible victories possible.

Most states require a minimum number of days that school must be in session in order to qualify for state financial assistance. If the length of a strike begins to make this a physical impossibility before the end of the fiscal year (June 30) the pressure on the board of education to settle at any cost becomes enormous. Skilled organizers will take full advantage of this situation and gain in the settlement the full contract salary for the striking staff since the required number of teaching days must be met. The pay may be deferred a few weeks, but eventually the strikers will make up the lost days and get their full contract salary despite the disruption of the strike.

Obviously, one of the key demands involved in a settlement is no reprisals against the strikers. Even though this demand may be emotionally and personally difficult, most administrators and boards will agree, understanding that they must be in a position conducive to working with the faculty when they return to the classroom.

To know about such strategies prior to a work stoppage is useful,

not only from the standpoint of being able to predict with some accuracy what the "other side" will likely do, but also to be able to prepare in advance to effectively counter such activities. Chapters V and VI cover the techniques appropriate for effective school management during a strike.

CHAPTER V

Before A Strike

Generally, a school employee strike just doesn't "happen" without prior warning though there are some spontaneous work stoppages on record. Administrators who get caught without a carefully developed "strike plan" just haven't been paying attention to the tenor of the times or the situation in their own school systems. In fact, even in the most tranquil of school settings the district management and administrative team should have a carefully developed strike plan ready to put into action. More than one district has been surprised with an employee strike.

Preparing

Each administrator, as well as each member of the board of education, should be thoroughly briefed and familiar with the applicable state law regarding work stoppages. Such laws vary from state to state, although all states have some prohibition against strikes by public employee groups.

Managing schools during a strike, like running any system, requires a carefully conceived *and* executed plan with each management team member in that plan clearly understanding his or her function and possessing a commitment and responsibility to carry it out.

The scope, extent and sophistication of a strike plan depends upon the size of the district. But, it is extremely dangerous to underestimate what might occur during a strike in even the smallest or most rural school districts. Some of the most volatile strikes involving the use of force and violence have occurred in just such districts.

Although it is a broad generalization, the real key to managing a strike situation is communication. Striking groups will attempt to disrupt, or at least confuse, the communication process as much as possible. A well-conceived plan will take this into account and have contingencies to cope with such attempts.

A strike management plan should encompass two basic objectives — first, managing the school system during the work stoppage and, second, seeking solutions to end the strike. *Both processes have to be carried out simultaneously.*

As part of any comprehensive plan, each district should have a well-developed policy regarding school employee work stoppages. Such policy must be patterned after the applicable state law, but

should also include the district's own philosophy regarding strikes by employee groups. This policy should be widely disseminated to the employee groups in the district as well as to citizens in the community, and, most certainly, to the news media. This is rule one. A carefully developed, officially-adopted board policy clearly states for all concerned the position of the board of education in the event of a work disruption.

The adoption of such a policy also establishes solid groundwork for possible legal action later; this is valid since one of the conditions of employment for school employees is to abide by the policies of the board of education and administrative rules and regulations.

Anticipating

Strikes occur when a set of circumstances present themselves and most astute administrators and boards can predict with considerable accuracy that a work stoppage may be ahead.

For instance, when an impasse in bargaining has been reached and the board or school employee organization refuse to submit the issues involved to a third-party mediator or fact finding team, a strike is a probable outcome. This is particularly true if the school employee bargaining team walks away from the table and calls a general membership meeting to explain the issues of dispute and to recommend a course of action to their membership.

If the offer the school employee team has refused to agree upon is the "last and best" offer to be made by the board of education team or its negotiator, a strike is likely to follow. Members of school employee organizations almost always follow the advice and counsel of their bargaining team. If the team has rejected the offer, you can be fairly sure the entire membership will also reject it. Employees at this point will take one of two courses — call for the resumption of negotiations, or schedule a strike to begin a certain day. If the school management negotiators have no intention of changing their position, a strike will occur.

Communicating

At the point of strike probability, it is in the best interest of employees and parents alike for the administration to issue a series of communiques to each group. Parents should be advised that there is a likelihood of a teacher strike; most will already know it because the news media will have covered the situation in great detail. They need to be alerted officially, however, by the school administration. Such notification should do two things; it should present the position of

the school administration and it should alert parents what to do in the event of a work stoppage.

Each school system should have prepared sets of mailing labels for each post office address in the community. Most school systems already have such lists, but an up-to-date unused list should always be available for emergency situations. Many districts have a set of addressed envelopes or labels affixed to blank newsletter stock ready to go. This will speed up the communication process to community members. The same procedure should be used for each school employee.

In the letter to parents, the following should be included:

- The administration intends to keep schools open within the bounds of health and safety regulations for the pupils.
- A strike would not be legal under terms of the applicable state law and policy of the elected board of education.
- Tell parents how they can get "official" information regarding any strike which might occur. (For instance, inform parents that at least daily briefings will be held for news media personnel and that the local newspapers and broadcast outlets will be kept fully informed of developments).
- Request parent help if the parent is qualified to teach in the school system (holds state certification, or can qualify for an emergency credential).
- Stress that everything is being done to avoid the strike and spell out the issues involved as specifically as possible (particularly the financial impact of the school employee demands upon the individual taxpayer).

An additional letter should be prepared with the following information if a strike does occur:

- Parents should be advised to anticipate the need to make arrangements for private transportation for their children to and from school in case the bus drivers join the strike.
- Parents should be advised to prepare bag lunches for their children as school food facilities may not be in operation or supplies will not be delivered.
- Working parents should make arrangements for the supervision and care of their children in the event it is necessary to close the building(s).
- Tell parents of the availability of a strike telephone "hot line" (with number) which they can call for fast-breaking develop-

ments on the status of the school system. (Such a procedure should be carefully worked our previously with the local telephone company to secure the necessary equipment. Don't rely on just one line since there could be an attempt by the striking employee group to jam it.)

A letter should also be sent to *each school employee* (particularly to the members of the bargaining unit which has rejected the offer). This letter should stress:

- The applicable state law and board of education policy which prohibits such illegal strike action.
- The ramifications of striking in terms of the employee's own contract with the school district.
- The effects such a strike could have on financial aid from state sources.
- The possible loss of pay for each striker during the length of the strike.
- The details of the district's "last and best" offer to the school employee bargaining team and why it is not possible to meet all of the demands made by the school employee bargaining team.
- What issues were agreed upon and the financial impact upon both.
- A request to the employees to stay on the job while efforts continue to resolve the dispute (never completely close the door on further continuing bargaining sessions because legal action may force such activity anyhow).

It is also highly advantageous to send a communication to other school employee groups not directly involved in the bargaining unit currently contemplating a strike. Such a communication should stress the employee's responsibility to the district and that the employee is expected to work in accordance with the individual's contract and the policies of the school district in the event of a strike. Also indicate that non-striking employees, in the event of a work stoppage, should report any physical abuse or harassment to their immediate supervisor if the employee attempts to report for work and is prohibited from crossing a picket line.

ADDITIONAL QUESTIONS AND ANSWERS:

BEFORE THE STRIKE

Question: *When should the superintendent begin to prepare for a work stoppage?*

Answer: The superintendent and board of education should have on hand a strike plan and a strike policy statement. These plans and policies should be updated annually, even if there is no work stoppage in the offing. Superintendents sensitive to the degree of progress in negotiations will soon recognize the indicators of an upcoming impasse.

Question: *What is the role of central office administrators and building principals in the preparations for a strike?*

Answer: Central office administrators and building principals will be involved directly in the implementation of any strike plan. For this reason it is critical that they be involved in the preparatory stages of strike plan development as the district plan may affect their responsibilities.

Building principals should prepare their individual building strike plans. An updated notebook of employees' names, telephone numbers, substitute listings, and other necessary information should always be available for immediate use. Potential parent volunteers, parent neighborhood communicators, and other possible community resources should also be inventoried.

Master door keys, duplicate attendance registers, and even rarely used items such as spare projector bulbs should be readily available. (Films are a "standard" for large group instruction. Imagine the havoc if every film projector in the district had the bulbs removed the morning of a strike.)

Question: *What advance preparation will school board members need?*

Answer: Board members will need to be cautioned as to the issuance of public statements (see Chapter VI), apprised of strike plan procedures and be made aware of the communications systems in the ready.

Question: *What special communications provisions need to be established?*

Answer: Private telephone lines (unlisted numbers) should be available in the area designated as the Decision-Making center (see

Chapter VI); beepers and two-way radio systems should be on hand; the public telephone number (pay station in each building) should be on file; multiple sets of mailing labels or addressed envelopes should be prepared; letters to the parents and to the teachers should be drawn up and "ready to go"; news releases and public statements in the "waiting" stage; and all local media representatives (newspapers, TV, radio) should be notified that a strike may be imminent.

Question: *How should the school administration and the school board communicate with teachers during the difficult period prior to a work stoppage?*

Answer: The superintendent must make every effort to keep the teaching staff apprised of the progress and key issues in negotiations if the bargaining agreement permits. Otherwise, frequent joint statements should be issued.

A series of "special" communications on colored stock draw attention to and help convey the message.

Question: *What special instructions should principals be given for communicating with individual parents and individual teachers?*

Answer: The principal is a key figure in the dissemination of information to the staff and parents. Through daily contact with both groups, he or she is in the best position to relay, with accuracy, the administration and board position. Building principals must be provided with accurate and timely progress reports, on a daily basis. It is just plain foolhardy to put the building principal in the position of having to say, "I don't know", or "No one has told me very much."

While the building principals should be supplied with information, they should also be cautioned not to engage in heated debates or to allow emotionally-charged outbursts to polarize faculties.

Question: *What outside agency contacts should be established in a pre-work stoppage situation?*

Answer: The local protection agencies (police, fire, private security agencies), in addition to local news media: newspaper, radio, TV; and state agencies: department of education, department of labor relations, etc.

Question: *Should informal communications be ongoing with the teacher leader?*

Answer: Yes. The superintendent should always, even during strained times, maintain an open channel, informally, with the teacher organization leaders. What transpires at the bargaining table between the board and teacher organization should not be allowed to sever the informal relationship between the superintendent and teacher leaders. Both will need to "pull together" after the strike (if there is one) to accomplish the universal goal: education of children.

Question: *Should students, particularly secondary students, be informed of the potential interruption in their school programs?*

Answer: Secondary school pupils will be aware of the possibility of a work stoppage. They should be informed through a superintendent's letter (hand-out) that an interruption in the educational program may be a possibility.

Above all, there should be no emotional appeals, no threats of the "great educational damage", and no negativism. The message might simply state that a work stoppage is a possibility and if this should occur, every attempt to maintain the educational program will be effected.

It is naive to assume that a possible teacher work stoppage would not be the main topic of discussion on the high school campus. A letter from the superintendent serves many purposes in this situation:

- it informs the students officially;
- it says, in effect, that students are directly affected and the administration is aware of it;
- it demonstrates the fact that the administration recognizes students as "people" and is concerned about their welfare.

Question: *To what degree should school board members be involved in advance planning sessions?*

Answer: Advance planning sessions with school board members is a necessity. The administration needs to map out, in great detail, all plans with the board members. Minority opinion board members need to be convinced of the need for confidentiality.

CHAPTER VI

During A Strike

The key to effective strike management is advance planning. Not just before the strike, but well in advance, even when there is no strike in the offing. Such advance work in the development of a strike plan will pay big dividends later. This is true primarily because the plan was developed not in the "heat of passion" just prior to a strike, and the plan was checked and double checked for miscalculations and oversights.

Advance planning also gives the school administration and board the time to discuss the plan in detail with other community groups (the police department, the fire department, the mayor and city council, the school suppliers) and then to make the necessary changes based upon their observations and input.

Five Basic Aspects

The best strike plans have these basic aspects:

- they have built-in responsibility systems
- they have built-in communications systems
- they provide for flexibility in the face of fast-breaking situations
- they are as simple and direct as possible
- they have a unanimity of purpose.

The model (center fold) illustrates these aspects.

Aspect: *Responsibility Systems*

In order for any plan, strike or other, to fulfill its designated function, it must have clearly defined areas of responsibility. Each member of the team who will be involved in the implementation of the plan must know exactly what he or she is expected to do.

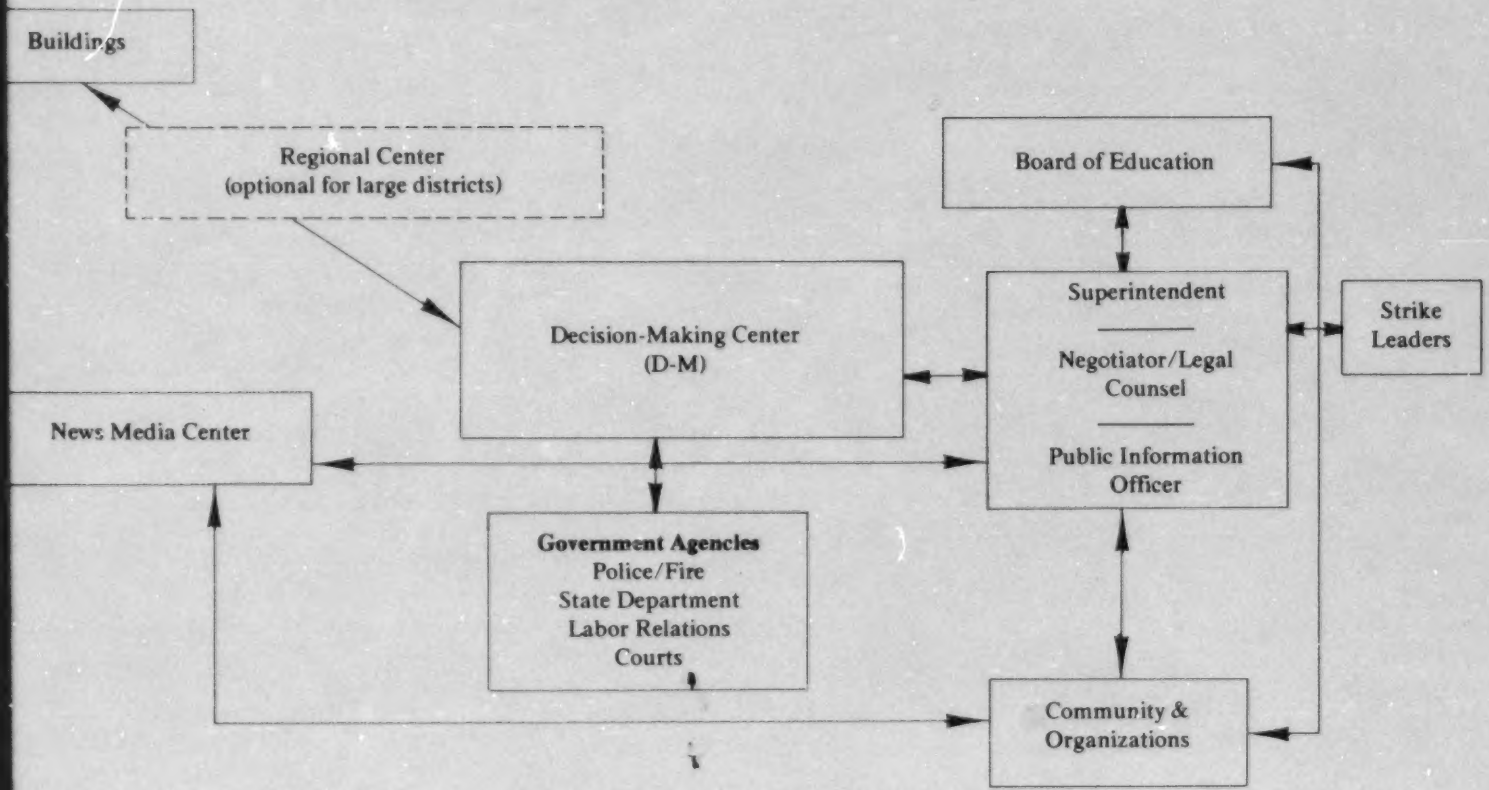
Aspect: *Communications Systems*

In a school strike, which side prevails, *will largely be determined by which side of the issue most effectively conveys its message to the community.*

For this reason, among many others, the communications system must:

- provide a means for reporting incoming information
- provide a central Decision-Making Center (D-M)

ORGANIZATION CHART



- provide a means for disseminating outgoing information
- provide a center for the news media

Aspect: *Flexibility*

Responsiveness to the unexpected is an integral component. Every attempt should be made to incorporate the standardization aspect of administration and yet preserve the flexibility of leadership. This integration can best be accomplished through the establishment of a Decision-Making Center.

Aspect: *Simple and Direct*

While esoteric strike plans look impressive on paper, they are seldom impressive in action. Direct channels of communications, immediate response lines, and simple operating procedures will best meet the district needs.

Aspect: *Unanimity of Purpose*

The strike plan should be developed to secure as much unanimity of purpose as is humanly possible. This is particularly true of the board of education and administration. Nothing can turn a strike into a quick victory for the employee group faster than a break in the ranks of the board of education or the central line administrators.

If one or two board members or administrators actively oppose the procedures being carried out, the striking group has a substantially improved chance of success and can readily make the school system and the majority board opinion appear disjointed and confused to the community. As mentioned in Chapter IV, one tactic of striking organizations is to drive a wedge between the various members of the board and levels of the administration, creating a lack of unity.

The Strike Plan

In order to fulfill each aspect of a good strike plan the following questions must be planned for:

- By whom and where will operating decisions be made?
- How will these be communicated?
- By whom will they be communicated?
- How will the media be informed?
- Who will issue media statements? When? With what content?
- What are the responsibilities of and provisions necessary for central office administrators? building principals? the board of education members? the superintendent? non-strikers?
- What about morale?

Decision Making Center

A strike D-M Center should be established. This center should be under the direction of an assistant superintendent or deputy designated by the superintendent. The superintendent cannot head-up the D-M Center as he or she will need to have freedom of movement. This will be the nerve center for the duration of the strike and should be equipped to facilitate around-the-clock staffing: unlisted telephones, two-way radios, beeper units . . . even food services, if possible.

Additional staff in this center should consist of the most trustworthy employees who can efficiently and expeditiously handle incoming messages and who can be relied upon not to leak information. You can be assured that any striking group will attempt to place or seek a "friend" in such a D-M Center in order to gain valuable information as to the plans and strategies of the administration and board.

[If the above sounds overly dramatic or unnecessary, you might consider the fact that the striking group probably has established exactly the same type of command post and, through long experience by state and/or national organizers, has honed its strike procedures to a fine edge.]

The decision-making center is the "response" unit for the principals, the "checkpoint" for the superintendent, negotiator, transportation administrator, and the public information officer.

In a work stoppage situation the decision-making machinery MUST work smoothly and communication channels must be kept open to the administrative staff, police and fire agencies, necessary state agencies (such as the State Department of Education and State Labor relations office), other affected community and/or state agencies, and non-strikers.

Activities and Responsibilities of the D-M Center

The special communication procedures should be one major activity of the D-M Center. Communications with all groups should eminate from this D-M Center. These would include briefings and statements to the news media concerning the facts of the strike (such as number of employees reporting for work, number of pupils in attendance, picket line activities, etc.). The mass media in the community will be the main line to the citizens and the information given to reporters must be up-to-date — *and accurate.* (The striking

organization will also be issuing its own statistical analysis which may differ from the information given out by the D-M Center.)

Another important aspect of the D-M Center is to keep all members of the board of education appraised of the strike situation. This probably will entail daily meetings in order to pass necessary resolutions as well as deal with problems which arise during the course of the strike.

In the model presented (center fold), there is a middleman position (area administrator). This position would be vital in a large district, but may be unnecessary in a small system.

The area administrator is the feed-in line from the buildings. If this middle position is eliminated, the D-M Center then receives principal input directly.

The principals in the various buildings will call in to report staff absences, pupil attendance, picket line activity, harassment of those attempting to report to work, vandalism, transportation problems, and any other information the principal believes important to the overall operation of the system or the individual building. Such information, building by building, should be fed either directly, or through the area administrator, to the D-M Center for data collection and, when called for, appropriate action.

The D-M Center should also have the responsibility for contacting substitutes and qualified parent volunteers to fill in as needed. Multiple lists of substitute staff should be readily available to personnel in the D-M Center. (Most districts, of course, already have such lists and may need only make multiple copies to comply with this requirement.)

During a work stoppage, the D-M Center will operate 24 hours a day. All major decisions, made in concert with the superintendent and board president, will ultimately pass through this area.

How and by whom should statements be issued?

Communications

It should be understood by all that during a strike it is best for the system to have only one person to make all announcements; one who can accurately reflect the attitudes and policies of the board. Generally this person is either the public information officer of the district, or the chief negotiator.

Obviously, upon occasion, the president of the board of education and/or the superintendent of schools must meet with the press. But, it is generally good strategy to keep the superintendent of schools out

of the controversy as much as possible. It will be the superintendent who will have to "pick up the pieces" after the strike and get the system back on the track and back into the business of education.

How will the media be informed?

A Media Area

A separate area, but in close proximity to the D-M Center, should be established for reporters. This area should be equipped with telephones, typewriters, *comfortable lounge furniture* and *coffee service.*

Naturally, all reporters will want to be out in the field (in the buildings, on the picket lines) wherever the action is taking place. Every attempt should be made to have this media area be a focal point of activity. Many districts have gone to considerable lengths to keep the media in close contact with this area; i.e., unscheduled visits by the superintendent or board president to the area, unscheduled news releases, and/or walk-in visits by top-level administrators/principals. The media area will quickly become a "vestigial organ," bypassed by the press if it is not a source of vital action.

In the overall running of the schools during a strike, these cautions in regard to media may appear inconsequential. However, teacher organization leaders will be quick to fill the void providing the press representatives with everything they could possibly desire — including an opportunity to get acquainted with the teachers on a first-name basis. The human interest reactions of strikers make good stories; administrators/principals should make themselves available in the district media area for the same kind of "human reaction."

When should statements be issued?

If the community is served by an afternoon paper, the district must either issue a formal statement, or hold a news conference, during each morning of the strike. For most afternoon papers, this means no later than 10:00 A.M. in order to get the news in that day's edition.

For communities served by morning papers, it is wise to schedule a late afternoon or early evening news conference, or statement. News outlets will be the primary sources parents will be looking to for information about the school situation. *It is extremely important to advise the news media continuously as to the status of the strike.*

During the course of the day it may become necessary to hold additional news conferences, or issue statements, to the broadcast media which, in the case of radio, can be aired almost at once. In terms of television, it is usually necessary to hold a news conference no later than 3 P.M. in the afternoon to make the popular 6 P.M. local newscasts or by about 7 P.M. in terms of the 11 P.M. newscasts.

Statements?

Although the school administration does not have to (nor, probably should it) react to every news release or news conference held by the striking employees, it is essential that the school administration does not adopt a "No Comment" position. All that does is provide the other side in the controversy with all, or most, of the available newspaper and broadcast space or time. Nothing makes teacher organization public relations personnel more pleased than to see a newspaper story indicating that the superintendent or other school information officer was not available for comment . . . or had "No Comment."

Statements issued to the news media in written form should be made available to each board of education member, each member of the central office staff and to each building administrator. To eliminate as much confusion as possible, it is wise to number such statements in numerical sequence, and include the date and time of issuance. Strikes are chaotic enough without adding to the confusion through a flood of statements which can be confused as to which one was the last issued.

By whom?

It is also wise to have *one* person (or one team) responsible for drafting all written statements to the news media. This, above all, includes statements issued by the legal counsel. Although many lawyers are highly skilled in the art of labor relations, they sometimes issue statements full of legal jargon making it difficult for news media personnel to decipher, much less completely understand. (All statements should be thoroughly checked by the legal counsel, chief negotiator and superintendent prior to their release to ensure accuracy and intent.)

Content?

Needless to say, a "strike day" with the press will be quite different from the usual news release. Expect media people to want information answering such questions as

- What are the main issues?
- What ground was covered in negotiations at the last session?
- What schools are closed?
- What is the attendance of pupils? Of teachers?
- Are the pickets disrupting school deliveries?
- How long will the strike last?
- Can the press tour a school?
- Can the press interview -----?

What are the responsibilities of and provisions necessary for central office administrators?

Central Office Administrators

Central office administrators also have a big load to carry during a strike. Obviously, in a strike situation many, if not all, will not be carrying out their normal duties. These administrators should be "plugged" into the strike plan. Someone, for instance, will need to have overall responsibility for the D-M Center. It will be necessary for the D-M Center to be staffed around the clock. A top-level administrator should be assigned to this center during the night hours.

Many districts have also utilized central office administrators to fill in as teachers in various buildings or as principal "back-ups" in an attempt to keep the schools in operation.

It may become necessary (and is desirable) to assign central office administrators as area administrators. They would operate two-way radio equipped automobiles to patrol the district to assist individual building principals, respond to emergency situations, check out the overall strike situation and do whatever is required to keep the strike under control, the schools (if possible) in operation and to act on behalf of the school administration.

What are the responsibilities of and provisions necessary for building principals?

Principals

The person on the firing line during a school work stoppage is the individual building principal. That is where trouble and problems will first show up.

Each principal must be attuned to the tremendous responsibilities he or she holds while understanding the vital necessity to report building conditions to the D-M Center.

The Building Strike Plan

Principals should be assisted in the development of a strike plan for each building in the district. Such a plan should have as its major focus the educational program. In addition, it should include whether the heating system can be operated if the maintenance and custodial staff is not on duty; and what is the number of teachers required in order to carry on meaningful instruction (through combining classes, assigning teachers to monitor two or more classes, large group instruction).

Other considerations should include alternative lunch programs for pupils, either shortened or lengthened class periods to accomplish educational objectives, pupil and building security, and alternative communication requirements in the event telephone lines are jammed or severed.

If the principal finds that it is impossible to make calls out of the building due to jammed phone lines, special emergency equipment should be available (beeper systems, two-way radios). In large city systems, the principal reporting procedure is best carried out on a regional basis through an area administrator who has a specific number to call for reporting purposes.

Principals need to be kept informed by the D-M Center as to the overall situation in the district; in this way, each principal will not be operating in isolation from overall school district policy. In some instances it may be necessary to establish a special written communication to each building principal on a daily basis delivered by special courier.

It will not be unusual for strikers to attempt to prevent the principal from gaining access to the building, or to establishing picket lines around the building on a 24-hour basis (and at the bus garage). The principal must, however, insist on his or her right to enter the building and to carry on an educational program. *Each building principal, however, must be given the authority to close the building and send the pupils home when it is deemed impossible to adequately provide for their health or safety, or if the learning process cannot continue for any reason.*

Very specific guidelines must be established for this and should include re-assignment of principals and other available staff (central office personnel) to other schools.

In large elementary schools, and certainly in high schools of 1,000 or more pupils, backup personnel should be provided for the principal. In most instances it would be advisable to have two persons to assist the building principal and to act in his or her stead when the situation demanded it.

In essence, it is the job of the principal (and assistants) to accomplish the following in a strike situation: Phone in an early report to the D-M Center on the number of teachers absent, number of substitutes needed, number of pupils in attendance, picket line activity. Also, the principal must make the determination whether to keep the building open and how to maintain building security. During a strike it is highly advisable to leave the building well illuminated regardless of energy considerations. In addition, the principal (or designee) must make a daily written report on the status of the building operation.

Each building strike plan must include such things as:

- Attendance and grade books for each room and/or class (striking teachers, for instance, may remove such records prior to striking).
- Keys to all classrooms, storage cabinets, lavatories, equipment rooms (particularly the audio-visual room).
- Some sort of special ID system to be used by nonstrikers during the strike to ensure building security.
- Emergency security protection service on a 24-hour basis to prevent vandalism.
- See Appendix for additional items.

What are the responsibilities of and provisions necessary for board members?

Board of Education

Individual members of the board of education will be under great stress during a work stoppage. This may include threatening telephone calls, picketing of the board member's home, harassment (including spouse and family members), and personal pressure from strike sympathizers or the general citizenry who may not agree with the board's position.

In the development of a strike strategy these possibilities should be pointed out to the individual board members and planned for; board members will need "lead time" to think through alternative actions. In addition, it should be made clear that during the course of a strike it may become necessary for the members of the board to have daily (or even more) meetings. These will cut heavily into

normal work obligations and, most certainly, into leisure family time. Often board members have found it necessary to advise their employers of their public obligation during this time.

Board members must act as a team in a work stoppage. As indicated previously, a divided board can almost assure a victory for the striking organization. Board members must realize (and the superintendent must help them) that if, as individuals, they might not completely agree with the majority position, they must respect it and publicly uphold it.

Board members, too, must be willing to rely heavily in such times on the advice and counsel of their legal adviser, negotiator(s), the superintendent and the public relations officer, as well as abide by the already agreed upon strike plan.

What are the responsibilities of and provisions necessary for non-strikers?

Non-Strikers

Non-strikers in a work stoppage plan also require attention. They must be kept informed of the strike situation. They must be protected from as much oral (or physical) abuse as possible. They must have specific job responsibilities which go well beyond their normal duties (i.e., combining classes to carry on the educational program, overseeing more pupils than normal, being on the alert for vandalism or other abuse of property and/or school personnel or pupils).

Above all, they must be made to feel that they are "part of the team" and the functions they are performing under unusual and adverse circumstances are necessary, relevant, and above all, appreciated by school officials.

Non-strikers need to be thoroughly briefed on how to handle certain situations. They should be instructed not to subject themselves to physical abuse in attempting to cross the picket line, but, instead, report such instances. In the event of severe physical injury to a non-striker, the administrator should attempt to secure the name or names of the person(s) responsible. Non-strikers should also be assured that once the strike is settled, as it will be, every effort will be made to prevent further harassment. Strikers will probably insist upon a "no reprisal clause" in the settlement, and management must also insist on a similar clause to protect those who did not participate in the work stoppage.

What about morale?

In the rush to attend to the "immediate emergencies" in any strike situation, the need for maintaining principal and teacher morale is all too frequently put aside. Every effort must be made to keep those in the field well informed and to let them know that the district is concerned and aware of their efforts.

The area administrator should make contact either by two-way radio, telephone, or preferably in person, with each building principal in the assigned area as often as possible. A five minute in-person visit to the building gives the principal a supportive shoulder during the day — when he or she needs it most.

At the end of each day (if possible) the principals and central office administrators should meet for procedural updating, progress reporting and group sharing. These people have been under considerable strain and should be given the opportunity to ventilate.

Communiques from the superintendent to non-striking teachers should be disseminated daily. Striking teachers will be receiving up-to-the minute information — the same should be true for non-striking teachers.

ADDITIONAL QUESTIONS AND ANSWERS:

DURING THE STRIKE

Question: *How should teachers not participating in the strike be made aware of continuing conditions in the negotiation process?*

Answer: Non-strikers should receive daily fact sheets detailing negotiation progress, issues and the overall situation. Progress reports help to keep morale high and tend to offer continuing affirmation of the non-striker's decision not to join the work stoppage.

Strikers on the picket lines frequently receive hourly reports, mid-morning and mid-afternoon visits from strike leaders (even state and/or national organization figures) thus building a "rallying effect" of continual action and support. These tactics help to keep morale and momentum at a high level.

Central office administrators should also be visible and available for brief "stop-in" visits at the schools. Their presence should be felt by teachers in the classrooms and not simply the principal and his staff.

Question: *What provisions can be made to assure teachers who are not participants in the strike of their own safety and security?*

Answer: Crossing picket lines made up of long-time teacher colleagues is traumatic for even the most determined non-striker. When the possibility of physical and/or verbal abuse is an added ingredient, the decision to cross, *alone*, becomes all the more threatening. For this reason, many districts have hired buses to transport non-strikers as a group or have been aided in the formation of car pools.

In addition, local police protection and/or district security guards should be on the scene. This protection should not be limited to school property only, but should be available for emergency home protection particularly for board members and top administrators. While this kind of protection is seldom necessary, there have been isolated incidents of harassment and abuse to individual property.

Question: *How can parents be made aware, on a daily basis, of the progress being made toward the settlement of the strike?*

Answer: The print news media, radio and TV, and phone chains are all sources for district communication. Handbills and direct mailings are additional vehicles but not as immediate.

Pupils should not be used as "carriers" of district strike handbills.

Question: *In what ways can the school board communicate its changing and current positions to the public?*

Answer: School board members should communicate to the community through the regular communications channels set up by the district. Individual board members should be cautioned against making statements on negotiations progress. To allow individual board members to make public statements encourages confusion, division, and misinterpretation of school board intent.

However, great pressure on individual members will be exerted by media reporters. If board members feel they *must* make public statements, and some members will demand this right, these statements should be prepared and numbered (to alleviate possible mix-up) in cooperation with the district public relations officer.

The best way to handle this would be to distribute a prepared statement to each board member at the conclusion of each negotiating session. They must, however, be strongly cautioned not to respond to any additional questions; such questions should be referred to the school district communicator.

Question: *How can the school board best demonstrate its solidarity in public appearances?*

Answer: Public appearances during a strike should be carefully planned.

Question: *How can the school board and the administration avoid confusing statements of position?*

Answer: As previously indicated, all statements should be issued through a single spokesperson having been prepared by the district public relations officer (as previously described in Chapter 6).

Question: *How does the central school administrator approach principals who are still part of the teacher bargaining group?*

Answer: In some districts, supervisors, coordinators, and principals hold membership in the teacher bargaining unit. Without a doubt, the sympathies and allegiances of these people are divided. It is of major importance, however, that the superintendent demand that this group fulfill their administrative obligation to the district. As long as they hold administrative positions, they must act in concert with board policies and administrative decisions.

Question: *How should the building principals determine which teachers will be coming into school?*

Answer: It is customary procedure for the building principal or assistant to call each teacher and ask "Will you be coming in today?" Principals should be cautioned not to urge, moralize, or make any additional or editorial statements.

Question: *How should the building principals handle pickets?*

Answer: The building principals must inform pickets that schools will be kept open. They must state clearly that pickets may not picket on school property, enter the building, use building facilities (use of lavatories is a common request) or engage in any activity that would endanger the health or safety of all involved.

Question: *How should building principals handle media representatives and/or photographers?*

Answer: Media representatives and photographers should not be allowed in the building unless previously cleared by the D-M Center, and issued the special strike ID card.

Reporters will be eager to interview building principals and non-striking teachers. In most cases, it is wise to urge personnel not to engage in substantive issues with reporters but indicate they are fulfilling the terms of their contract.

CHAPTER VII

After The Strike

Sooner or later the strike will end. A compromise will be reached; the striking employees will return to teaching and the business of educating pupils will resume. It is at this point that the most crucial task of "picking up the pieces" begins.

At the administration-board level the decision will have to be made as to how to deal with the strikers. If the strike ended in a compromise settlement, as will most, that issue probably was resolved in the settlement. In the event, however, that no settlement was reached prior to the end of the strike (or the strikers were forced to return under court order) the administration and board may need to decide upon a course of action. (Harsh action now could force the employee group into another strike.)

In the course of reaching a settlement the employee organization will make demands for a no-reprisal clause. The district negotiator should be cautioned to be extremely careful in the drafting of such language. Normally, employers do not pay employees while they are on strike. The striking employee group, particularly teachers, will attempt to gain an extension of the school year (or to teach the required number of days set by state statute) in order to meet the full contract salary for the year. If the system has successfully stayed open, it does not have to agree to this demand.

An additional settlement requirement should include a clause stating that the striking group agrees not to stage any form of reprisals against pupils, administrators or non-strikers, particularly those members of the striking employee group who did not participate in the work stoppage. Generally, both sides can agree without rancor that any striker who engaged in any violence is subject to disciplinary and/or legal action. Unions, like management, do not condone such activities.

Probably one of the most important items in ending a strike *is a thorough understanding by all administrators, particularly those in the buildings, of the terms of the settlement and its applications,* including whatever administrative rules and regulations may accompany it.

The chief negotiator (or certainly someone who understands completely the terms of the settlement, not only the words but the nuances and the spirit) should hold a thorough briefing for all administrators in the district prior to teacher return so they will have a first-hand understanding of the agreement.

The Anti-Climax

The basic problem, however, in any post-strike environment centers around the fact that the people involved have spent weeks, or even months, gearing themselves up for the confrontation of a strike. Consequently, emotions have been riding high. Suddenly, when the strike ends, there is a problem: the problem of "anti-climax." Individuals on all sides of the issue will now require positive outlets for "winding down." These outlets must be carefully designated and planned by the superintendent with the assistance of the administrative staff.

The bitterness of work stoppages is many times directly related to attitudinal build-ups which have taken place over a long period of time. The history of relations between a school board and/or administrators and staff members in a school district is generally reflected in the issues which suddenly arise during critical negotiations periods.

The fairly unique aspect of a teacher strike is related to the fact that teachers for many years believed that employing such labor union measures were not professional. The change in attitude about this once traditional stance is one which is quite traumatic.

The educational staff which has made a conscious decision to strike brings a "dedication-to-cause" feeling, commiting total emotional and intellectual resources. And, once made, this commitment is not easily reversed!

In trying to deal with post-strike feelings, there is a need to examine the individuals involved and the situation in which they now find themselves. Highly charged emotions can run amuck and will impede the best efforts toward a return to normalcy.

The Public

The most significant group of individuals in any community is the public. The sympathetic public who supports the strikers as well as the angry public. The sympathetic public will vent its wrath, not at members of the teacher organization, but at school board members, superintendent, or central office administrators whom they feel were responsible for the educational disruption.

The angry public may present a lengthy petition calling for the jailing or dismissal of *all teachers* who were a party to the strike. The strike leaders, themselves, may experience considerable criticism and harassment for this group. In addition, it has not been unusual for citizens to circulate public petitions calling for the dismissal of all teachers involved in a work stoppage.

Strike Leaders

Next in the line of post-strike individuals who will experience a difficult readjustment will be the responsive strike leaders who may seem to be disappointed by the sudden loss of "limelight" which the end of the strike brings. Administrators can expect this group to thrive upon a daily revival of what they looked upon as a professional protest action.

For many strike leaders, this experience represented a major recognition granted to them by their community. It is extremely difficult for these strike leaders to return from a "point of recognition" — positive or negative — back to "everyday teacher status." In a work stoppage, a teacher in the status of *strike leader* can frequently receive more recognition from the community in that role than in his or her role as an educator. This new-found recognition and limelight is difficult to leave behind.

School Board

Perhaps the most difficult readjustment is felt by some school board members whose original high regard for teachers as a professional group has degenerated to enmity, spite and vengeance-to-be-wreaked.

Some school board members may never again look with positive feelings on administrative recommendations which benefit teachers in any way, *whatsoever*. These board members reactions will be the best argument for a school district to employ a professional negotiator, and thus remove the board member from the frustrations of the negotiations table. Board member negotiators who are not skilled bargainers do not like to lose and frequently *cannot* or *will not* forgive and forget.

These same school board members may also react to the public charges that they "gave away the store," particularly if the settlement results in higher taxes. This reaction will no doubt move from an initially defensive position to a public image of "talking tough." Like some members of the bargaining committee of the local teacher organization such school board members will be intoning the reverberations of the losing coach in the annual sports rivalry: "wait 'til next year."

Invariably some school board members in post-strike districts will angrily denounce the deliterious effects the strike had on the education program and the children.

Teachers

There will be:

- The strikers who were unhappy with the prospect of walking a picket line or who were frightened by the whole confrontation;
- The enthusiastic strikers who now, all too willingly, express their resentment of those who didn't strike or who didn't participate in strike activities;
- And the unfortunate few who were "out sick" and are now feeling the wrath from all of the above.

All in all, it is safe to say that when the strike is over, the feelings — deep feelings engendered in people of dedication — are still rampant and preying upon all efforts to put aside a difficult experience.

Knowledgeable superintendents will move quickly to meet these deep feelings — feelings of guilt, defeat, victory, anger, envy, hate . . . the list of emotions is long. He or she knows all too well of the need to refocus differing segments of the educational community from their hard-fought polarized positions to a neutral meeting ground . . . education of children.

This is a slow process, but it is a process. It must be pursued by the superintendent and all administrative personnel with an awareness that all groups need positive, carefully constructed outlets for winding down.

Some Basic Rules

The following four rules are excerpted from the *Strike Manual* published by the Association of California School Administrators and Negotiation Support Services. They are presented here by permission:

1. *Forget the past* — District administrators must adopt the attitude that "the strike is over and the issues are settled" even though during the strike their professional and personal lives were disrupted. The best thing is to forget the past and concentrate on the students. All administrators should be instructed to refuse to discuss the strike or any of the issues in the strike. And, they should try to discourage any debates on the strike among staff members and students. Most immediate reference to the strike should be a letter from the superintendent announcing its end, the terms of settlement and expressing a wish that the schools return to normal.

2. *Separate Strike Replacements from Strikers* — If the district has hired substitutes to replace strikers, they should keep them

separated from returning strikers. One district made the mistake of settling the strike in the early morning and allowing both substitutes and strikers to show up in the same classroom thus allowing for additional confrontation. When strikers return they should be sent to an assembly area until the substitutes are out of the buildings. Generally, strikers should not return to the classroom until the morning following the settlement. This allows the district to notify substitutes and volunteers not to report the next day.

3. *Do Not Hold Reconciliation Meetings* — There is a natural tendency on the part of building administrators to try and hold mass faculty meetings after the strike to reconcile differences. Experience has shown, however, that such meetings tend to be fraught with difficulty. No matter how long a strike lasts, strikers have lost more than their non-striking peers. One junior high school principal had a faculty party at his home two weeks after a strike to re-establish his "educational family." Two hours after the party started, he had to call the police to break up a fight between strikers and non-strikers.

4. *Do Not Differentiate Between Strikers and Non-Strikers* — Regardless of the strike settlement agreement, the building administrator is in a position to make life "hard" for employees who went on strike. Principals should be cautioned that the fastest way to divide their staffs is to discriminate against strikers. Building administrators should avoid any jokes or personal remarks about the strike and should do everything possible to treat all employees the same and administer the district policies impartially.

Education as a Rallying Point

Invariably, the first uneasy moves toward conciliation will surface on the building level requiring encouragement and nourishment from principals and other administrators. Most frequently, principals have found a renewed interest in educational quality and the curricular elements to be a common ground for mutual discussion and action. The education of the district's children is the raison d'être of all groups.

One district initiated a renewal of educational interest through a mini-grant award system. A $400 grant for curricular materials purchase, available directly to the teacher upon application, encouraged teachers to concentrate their attentions on something else besides "re-living strike memories."

While some administrators and board members may look upon this grant awarding as a "reinforcement for a work stoppage," that view is narrow. In essence, the immediate allocation of special funds for instructional materials demonstrates that the administration is

eager to move ahead and focus their energies in good faith on educational quality for children . . . in the hands of teachers.

The New Contract

Living with a new teacher contract and making it work is not at all like beginning a new marriage. To begin with, the best contracts are ones in which neither group is happy; and if there is a honeymoon at all, it is short lived. *Information and understanding is the key.*

A considerable amount of time must be spent reviewing with all parties the new agreement. Since new terminology sometimes influences the implications of old contract language, it is most important that all administrators understand not only the old contract but the changes which have been made, with all their ramifications.

The unfortunate history of post-strike activities in many districts reveals an avalanche of grievances and arbitrations. The more bitter the feelings during any strike, the longer seems to be the grievance list in the following years.

In the two years following the strike in Huntington, New York, there were close to sixty formal grievances, more than half of which went to arbitration. In the year following the Burlington, Massachusetts strike, more than forty grievances were filed.

Although many grievances are valid, there are times when the procedure seems to be an attempt to extend contract benefits through third party interpretation of vague or cloudy contract terminology. In addition to this, building administrators' unawareness of the meaning of contract changes can well lead to interpretations which may require the grievance and arbitration procedure to clarify. Thus does the superintendent need to plan many briefing sessions for all administrators responsible for carrying out the contract.

Superintendents who find themselves in a post-strike situation need to exercise every skill at their command in the area of group process and human motivation. They need to:

- Anticipate the anti-climax emotions of all groups;
- Foster a climate for educational renewal;
- Totally brief all staff on new contract terminology;
- Launch a community and teacher involvement program;
- . . . and weave their way through the post-strike minefield of human emotions and not let up in leadership. They must be *particularly persistent in helping people to help themselves.*

Such leadership was perhaps best described by the Chinese philosopher Lao-Tzu 2500 years ago when he wrote:

A LEADER IS BEST

When people barely know that he exists,
Not so good when people obey and acclaim him,
Worst when they despise him.

But of a good leader, who talks little,
When his work is done, his aim fulfilled,
They will all say, "We did this ourselves."

CHAPTER VIII

In Summary

To briefly summarize the major points in this Handbook and to highlight the essential aspects, this set of guidelines is presented to assist administrators in the design, development and implementation of a strike plan.

District Level

- Develop the overall district plan as well as a board policy statement well in advance of an anticipated strike (preferably, when there is absolutely no indication of a strike).
- Provide as early as possible for the notification of news media, parents, staff, of the likelihood or possibility of a strike.
- Notify staff members of the applicable state law and school board policy concerning a work stoppage and the legal ramifications of such action.
- Establish provisions for a Decision-Making Center to have the overall direction of a strike and assign specific responsibilities to those key people in the Center.
- Make contacts with police, fire, health, telephone and other community/state agencies likely to be needed or contacted during a strike.
- Prepare a list of names and telephone numbers for the specific individuals in each agency who can be contacted day or night in emergency situations.
- Provide for "hot line" telephones for citizens and staff members so they may receive strike information.
- Install a bank of unlisted telephones in the Decision-Making Center to facilitate on-going and continual communications.
- Obtain, or make provisions to obtain, two-way radio systems for strategic points in the district (or mobile car radios, beeper systems).
- Develop building strike plans and reporting systems for daily status reports from each building.

- Notify the news media of the media area and provide the time(s) and place of daily (or more often) briefings concerning the strike.
- Have the board of education pass the necessary legal resolutions required to deal with the strike (restraining orders, injunctions, picket line restrictions, formal notification to personnel on strike, etc.)
- Continue to seek a solution to the strike and keep such initiative on the side of the administration and board.

Building Level

- Develop with each building principal a building Strike Plan in conformance with the overall district plan.
- Secure back-up personnel for each building principal to act in his or her stead during the work stoppage.
- Make provision within the building Strike Plan for a daily, early-morning report to the D-M Center.
- Make provision for a daily written report listing the names of staff who reported for duty and the numbers of pupils in attendance at the building.
- Make provision for continuity of communications in the event that telephone lines are unusable.
- Make provisions for each building principal to have specific guidelines and authority to close the building when the safety and health of the pupils are threatened, or when it is impossible to carry on an educational program.
- Make provision for adequate building security (leaving lights on at night, security guards, etc.)

Appendix

CHECKLIST: Operation of Your School

In the event of a strike, you will want to have an operational plan so that you can communicate quickly and accurately to students, staff and the community. Everyone will want to know:

1) *What* they are to do;
2) *Why* decisions are made;
3) *How* to do certain things;
4) *Where* they are to be;
5) *When* they are expected to be there;
6) *Who* will be responsible for which students (students will want to know too)

Towards these ends, the following checklist is suggested for your use in developing your own school contingency plan. Whatever plan you develop, it must "fit" the district situation.

☐ **SET PRIORITIES**

- ☐ Keep school open
- ☐ Provide for safety and security to:
  Students
  Staff
  Equipment, buildings, grounds
- ☐ Maintain as normal a program as possible
- ☐ Others —

☐ **DETERMINE STAFFING AND SAFETY NEEDS**

- ☐ Instruct all personnel to report to their regular assigned work stations.
- ☐ Physically view each teaching and work station to determine the number of substitutes needed and the safety condition of each area.
- ☐ Fill all staffing needs without regard to student attendance. (Do not combine classes unless absolutely necessary.)
- ☐ Communicate staffing needs per district plan.
- ☐ Others —

☐ **COMMUNICATE BASIC PROCEDURES**

- ☐ Hold meeting of all staff — regular and voluntary

- ☐ Prepare folders for substitutes containing basic information
  - ☐ School map
  - ☐ Class and bell schedule
  - ☐ Class lists
  - ☐ Lesson plans and curriculum guides if available
  - ☐ Location of teaching aides
  - ☐ Keys as required
  - ☐ Others —
- ☐ Establish "buddy system"
- ☐ Visit every classroom as often as possible

☐ **TRANSPORTATION SYSTEM**

- ☐ Inform students that there will be normal bus transportation unless advised otherwise.
- ☐ Tighten security on release of children during the day.
- ☐ Maintain operation of student safety patrols, monitors, and student leaders.
- ☐ Others —

☐ **EMERGENCY PLANS & DATA**

- ☐ Have on file a diagram showing all shut-off valves for water, gas, electricity.
- ☐ Have on file an operation manual for heating and lighting systems.
- ☐ Phone numbers, as needed:

  Police _____

  Fire _____

  District _____ D-M Center _____

  Media Area _____

  Area Administrator _____

  Parents _____

  Others _____
- ☐ Secure all student and personnel records, especially phone numbers.
- ☐ Prepare alternate communication system (neighbors' telephones, two-way radios, courier systems).
- ☐ Keep school lit at night — with all shades and blinds open.
- ☐ Have extra supplies available (light bulbs, fuses, etc.).
- ☐ Provide for alternate methods of room entry in case of jammed locks.
- ☐ Prepare a checklist for securing building at night.
- ☐ Provide for 24-hour surveillance.
- ☐ Others —

☐ **POSSIBLE INTERFERENCE TACTICS TO WATCH FOR**

- ☐ Harassment of students, non-strikers
- ☐ False fire and burglar alarms
- ☐ Student disorders
- ☐ Interference with deliveries to school (designate alternate delivery points)
- ☐ Interference with building operation (black-outs, floods, no heat, no water)
- ☐ Removal of:
  - ☐ Projector lenses and bulbs
  - ☐ Phonograph needles
  - ☐ Extension cords
  - ☐ Take-up reels (movie and tape)
  - ☐ Texibooks and materials
  - ☐ Roll books — seating charts
  - ☐ Light bulbs, switches, fuses
  - ☐ Keys
  - ☐ Others —

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PRE-STRIKE QUESTIONNAIRE

TO:

FROM: _____ SCHOOL: _____

DATE: _____

SUBJECT: **Emergency Staffing Report**

I have personally contacted or have caused to be contacted, all certificated members of my staff. The following teachers have either indicated that they do not intend to teach at the designated time and place prescribed by the Superintendent or have stated that they are uncertain.

1. _____	11. _____
2. _____	12. _____
3. _____	13. _____
4. _____	14. _____
5. _____	15. _____
6. _____	16. _____
7. _____	17. _____
8. _____	18. _____
9. _____	19. _____
10. _____	20. _____

_____
Principal's Signature

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SCHOOL REPORT

Date: _____ Time: _____

School: _____

Person Reporting: _____ Position: _____

* * * * * * *

Principal Present Yes_____ No_____

Assistant Principal Present Yes_____ No_____

Number of Faculty Absent _____

Number of Teachers from Other Schools Present _____

Number of Substitutes Provided _____

Substitutes Still Needed to Serve Students in School Today _____

* * * * * * *

Head Custodian Present Yes_____ No_____

School Secretary Present Yes _____ No _____

Number of Other Clerical Staff Absent _____

Number of Food Service Staff Absent _____

* * * * * * *

Pickets: Yes_____ No_____ Approximate Number (If over 10) _____

* * * * * * *

Approximate Number of Students Absent _____

If Your School Receives Bus Students, Did Buses Arrive? _____

Additional Information or Requests for Special Assistance: _____

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BEFORE THE STRIKE

- check state laws regarding work stoppages
- check district policy on work stoppages
- prepare multiple sets of mailing labels
- draft letters to parents, teachers and other school employees
- notify local, state agencies (fire, police, State Department of Education) of a work stoppage possibility
- notify news media of a work stoppage possibility
- notify transportation service, school suppliers
- prepare lists of available substitutes
- prepare the area designated as D-M Center (telephones, beepers, two-way radios, typewriters, etc.)
- brief building principals, central office administrators, board members on strike plan
- check over building strike plans with principals (master keys, duplicate attendance registers, spare projector bulbs, heating and lighting systems, security arrangements, etc.)
- establish an "on strike" signal and a communicating system for this signal

Checklist

DURING THE STRIKE

- implement strike plan
- notify all groups
- begin D-M Center operations
- check staffing needs (daily)
- institute legal action (if appropriate)
- check attendance (daily)
- check building conditions (daily)
- check picket line actions (frequently)
- prepare and continually update "conditions" reports
- prepare and continually update media statements (semi-daily)
- hold daily briefing sessions with all administrators
- visit schools to maintain morale and visibility for non-strikers, principals, and check conditions first hand
- maintain both formal and informal contacts with teacher leaders to end strike

AFTER THE STRIKE

- notify all groups
- hold briefing sessions for all administrators and board members in regard to new contract
- prepare building principals for the return of teachers
- hold striking teachers returning to classrooms until all substitutes are out of the building
- issue public statement detailing strike settlement to news media
- begin making plans to defuse "anti-climactic" emotions
- make plans to focus major attention on the educational program and learning environment for students